DOCUMENT RESUME

ED 465 121 CE 083 483

TITLE	Gender-Based Analysis On-Line Dialogue. Final Report.
SPONS AGENCY	Canadian Congress for Learning Opportunities for Women, Toronto (Ontario).
PUB DATE	2001-04-00
NOTE	31p.; Submitted by Kartini International.
AVAILABLE FROM	For full text: http://www.actew.org/about/Gender-Based_Analysis.PDF.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Learning; Adult Programs; Canada Natives; *Data Analysis; Definitions; *Discussion Groups; *Educational Opportunities; Equal Education; Feminism; Foreign Countries; *Internet; Lifelong Learning; Metis (People); Minority Groups; Online Systems; Sex Differences; *Womens Education; World Wide Web
IDENTIFIERS	Australia; *Canada; United Kingdom

ABSTRACT

An online dialogue on gender-based analysis (GBA) was held from February 15 to March 7, 2001. Invitations and a background paper titled "Why Gender-Based Analysis?" were sent to 350 women's organizations and individuals throughout Canada. Efforts were made to ensure that aboriginal and Metis women, visible minority women, and women with special needs were included. Of the 60 women who formally registered to participate, 11 actively participated in the dialogue and 49 opted to just view the discussion. The following were among the topics that generated the most interest: whether a feminist approach is necessary for GBA to be effective; whether "doing without naming" is an effective strategy for applying GBA; the assumptions underlying GBA; GBA's objectivity as a tool; the possibility of adapting GBA tools to ensure that they are inclusive of all groups; and actual applications of GBA. The dialogue proved quite successful in raising awareness of GBA among the target audience, with the increase in awareness extending beyond the 60 registered participants. The following items are presented: (1) the background paper; (2) the invitation to participate in the online discussion; (3) lists of the organizations and individuals contacted, the discussion registrants, and the initial discussion postings; and (4) a summary of the GBA evaluations. (MN)

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Final Report: Gender-Based Analysis On-line Dialogue

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J. Lindsay

Submitted to
The Canadian Congress for
Learning Opportunities for Women

Submitted by
Kartini International

April 2001

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Final Report:
Gender-Based Analysis On-line Dialogue

Background

Kartini International was contracted by the Canadian Congress for Learning Opportunities for Women (CCLOW) from mid-January to mid-April 2001 to provide the following services:

1. Coordination and moderation of a gender-based analysis (GBA) on-line dialogue of women's organizations and individuals in Canada;

2. Preparation of a plain language background paper defining gender-based analysis;

3. Research and distribution of available electronic resources on gender-based analysis;

4. Summary of dialogue results;

5. A fact sheet on gender-based analysis.

Kartini International and the CCLOW made particular efforts to ensure that the organizations invited to participate in the dialogue represented a diverse cross section of Canadian women and that the dialogue was readily accessible to women with special needs, and to women who do not have access to the internet

The CCLOW established a GBA Dialogue Committee drawn from its Board members, to supervise the project and provide input in the dialogue process. Committee members included:

- Beverly Aikenhead - GBA Dialogue Project Manager
- Barbara Guy - CCLOW President
- Regina Urbano-Ramos - Manitoba Adult Literacy & Continuing Education Coordinator
- Karen Lior – ACTWE Executive Director
- Carolyn Hampden – African Canadian Network for Lifelong Learning

Alphacom provided Internet host services and technical support for the dialogue, which took place February 15 to March 7, 2001. A total of 60 people registered to participate in the dialogue throughout this time period.

Overall Approach

The overall approach used to establish and moderate the gender-based analysis dialogue was to:

1. Be as inclusive as possible given budget, technology and time limitations;

2. Target national women's organizations, but still leave room for individual participation;

3. Assume that some academics would be included as a part of the membership of the women's organizations targeted;

4. Announce the three main discussion topics in both the invitation to participate and the on-line postings;

5. Post main discussion topics with related questions on a weekly basis and allow threaded discussion to develop from them;

6. Use the dialogue to:

    - Establish participants' understanding of gender-based analysis;

    - Explore participants' experience with gender-based analysis;

    - Identify weaknesses, objections and recommendations for changes to gender-based analysis, in order for participants to use it more frequently and more effectively.

Process

The first step in the GBA Dialogue process was to draft a background paper to describe gender-based analysis and provide examples of how it can be used. [*Appendix A*]

The second step was to send an Invitation to Participate to women's organizations and individuals across Canada. [*Appendix B*]

Kartini International reviewed the list of organizations to be invited with the CCLOW and SWC to ensure that aboriginal and Metis women, visible minority women and women with special needs received an invitation to participate. The invitation specified that those without access to the Internet could participate in the dialogue via fax, and those with visual disabilities were given the opportunity to request plain text copies of the dialogue to accommodate specific computer needs and ensure access.

To generate interest in the process, Kartini International sent the *Why Gender-Based Analysis?* background paper and *Reference Links and Resources* documents to all invitees. Approximately 350 women's organizations and individuals were contacted. Of these, 60 women formally registered to participate, including two international participants from Australia and the United Kingdom. [*Appendices C & D: List of* Organizations & Individuals Contacted and List

of Registrants] Kartini International sent the registrants weekly resource lists and reminders about the dialogue. In addition, Kartini International made arrangements to post a brief description of the dialogue on the CCLOW, Status of Women Canada and Par – L websites.

Kartini International initiated the dialogue with an overview of the topics to be covered during the process and attached a copy of the background paper aforementioned. [*Appendix E: List of Initial Discussion Postings*] Each week an additional set of resources related to GBA were posted. The CCLOW GBA Committee provided names of additional relevant organizations to invite to participate, reviewed the dialogue content and process on a weekly basis, and provided support for the animation process, as needed.

Summary of Dialogue Results

Quantitative Results

Approximately 17% of the organizations and individuals contacted registered to take part in the dialogue. Of the 60 people who registered, 11 (18%) took an active part in the discussion, while the majority preferred to participate by viewing the discussion only. Kartini International received direct email requests for copies of the resource materials and other follow-up issues from another 15 participants. Two people responded to the formal GBA Evaluation, which Kartini International posted on both the dialogue site and emailed to all participants. [*Appendix F: Summary of GBA Evaluations*]

Qualitative Results

Accessibility

Given that most participants registered as individuals, it was difficult to gauge participation of specific groups. Kartini International did not observe an obvious presence from visible minority women, aboriginal women or Metis women. In particular we did not notice a proportionately representative number of clearly non-English surnames or organizations supporting these groups in the list of registrants. The process did succeed in reaching a limited number of women with special needs.

Kartini International, the CCLOW GBA Committee members, and some participants noted that the initial registration process on *Alphacom* was somewhat complex and that their general system was relatively slow. This may have discouraged the participation of some. While a few individuals mentioned software compatibility difficulties, overall participants indicated that they were able to participate without much difficulty.

Content

The topics that generated the most interest and discussion were the following:

- Is gender-based analysis based on a feminist approach, and is this approach necessary for it to be effective?

- Is "doing without naming" an effective strategy for applying GBA?

- What are the assumptions behind gender-based analysis?
- How objective a tool is gender-based analysis?
- Is it possible to adapt gender-based analysis tools to ensure that they are inclusive of all groups?
- Actual applications of gender-based analysis

Participants indicated considerable interest in the resource materials that Kartini International provided to support the dialogue. The women's organizations and individuals who participated in the dialogue were clearly quite interested in learning more about gender-based analysis. Several participants indicated the need for more time to absorb the concepts presented, as they were new to them. A few participants stated that as a result of their participation in the dialogue they became aware that they had been advocates for and users of gender-based analysis without having realized it previously.

The primary consensus of participants during the three week dialogue was that GBA could be used in a wide variety of settings and sectors; that it was not always feminist in its approach; and that qualitative indicators were as critical as quantitative ones in the GBA process.

There did not seem to be any strong feelings or opinions about Canada's Federal GBA Policy. Instead participants were more focused on finding ways to apply GBA tools within their own contexts and at a community level. Background research by Kartini International indicated that the National Action Committee on the Status of Women was generally supportive of GBA as a tool, but felt that a strong effort had to be made to ensure that it was inclusive of all women's groups and organizations, including aboriginal and Metis women, visible minority women and women with special needs. This observation is fairly critical because GBA tools are not automatically inclusive of all sub-groups of women.

There was a lively discussion about the "doing without naming" strategy which one participant described as applying GBA tools and practice without explicitly labeling it "gender based analysis". A number of participants indicated considerable success using this strategy in contexts where the mention of gender issues was highly sensitive and often misunderstood.

Overall, participants indicated an interest in learning more about GBA and in participating in hands-on training in its application(s). Several participants indicated a need for both an ongoing and an annual dialogue on related issues, and were particularly interested in opportunities to share their experiences and learn more from each other.

Outcomes

The dialogue was quite successful in raising awareness about gender-based analysis among the target audience. This general increase in awareness of GBA extended beyond the 60 registered participants to all of the organizations and individuals on the CCLOW and Status

of Women contact lists, and others who received the initial background paper and resources documents.

The dialogue was also successful in creating basic knowledge and consensus regarding what GBA is and can do among the registered participants. To effectively reach more women from the specific sub-groups previously outlined as missing from the dialogue, a different type of process may be required. This is due to the fact that many women in these communities have less access to the internet than do women from mainstream women's organizations, and therefore may not feel empowered or at ease speaking out in a mainstream forum that is internet-based. Their access may be quite limited for financial, educational or availability reasons, as significant areas of Canada's northern territories do not have access to internet servers at all.

The dialogue has stimulated interest among individuals and women's organizations in using GBA in their future work. To support this process, several participants indicated that they felt a need for further training.

Recommendations and Next Steps

1. Organize a series of face-to-face consultations and training workshops on GBA within each specific community and identify key representatives from each community to co-facilitate these sessions. This approach is more likely to be effective in ensuring that Aboriginal and Metis women, visible minority women and women with special needs have access to gender-based analysis information and tools, than through a general internet-based dialogue.

    - One alternative might be to hold an internet-based dialogue for members of each specific community, but to incorporate additional access measures in the process, such as identifying host organizations where people can go to log on to the dialogue, and training on how to participate for anyone who has not yet used the internet;

    - It will also be critical to develop training materials that include applications relevant to each specific community and context.

2. Summarize and translate the results of the parallel French dialogue on GBA and circulate them to English-speaking women's organizations.

    - Provide French-speaking women's organizations with a summary and translation of the results of the English dialogue.

3. Summarize and circulate the results of dialogue and training workshops for aboriginal and Metis women, visible minority women and women with special needs, to mainstream English and French-speaking women's organizations. Highlight the key issues that are distinct for each community in this summary.

4. Draft a paper on gender-based analysis in academic format and invite academics to comment on it on-line. Use this commentary to initiate further discussion and critical analysis. Summarize the results of this discussion/analysis, and circulate them to women's organizations and the public sector.

5. Hold a similar dialogue with public sector representatives that focuses on both policy and program initiatives, and clearly indicates how GBA affects their work. Include a resource list of GBA tools to assist them to implement the federal GBA policy.

6. Facilitate networking between individuals and departments in the public sector who work with GBA tools. Public sector participants in the women's organizations GBA dialogue indicated they felt a certain amount of isolation in this area, and were quite eager to make contact with others working in this field.

7. Circulate a summary of the perspectives of each sector to all participants in all sectors and initiate a dialogue in which each sector is encouraged to share their experiences and the specific GBA tools that they are using. This summary could include case studies from each sector that demonstrate the ways in which each uses GBA to analyze a particular situation or context.

Canadian Congress for Learning Opportunities for Women

Background for On-Line Dialogue: Why Gender-Based Analysis?[1]

What is Gender?

In most cultures people expect women and men to fit into specific male and female roles and to behave in certain ways. Each culture has different expectations and values regarding women's and men's roles and activities. We use the word gender to describe culturally-based views of how women and men should behave. Gender roles can change over time as the culture and society change. In contrast, sex refers to the fixed biological characteristics that make someone female or male. Sex characteristics are mainly physical in nature and generally do not change. Therefore gender and sex are not the same thing.

What is Gender Equality?

Gender equality exists in a society when women and men have the same status. It means that women and men experience equal conditions. This equality allows them to realize their full human rights and their ability to contribute to national, political, economic, social and cultural development. It also allows women and men to benefit equally from the results of development. Gender equality exists when people give equal value to women's and men's roles, work and behaviour[2].

What is Gender Equity?

Gender equity is the process of ensuring that society treats women and men fairly. To achieve gender equity, we often need to take specific actions to overcome the historical and social barriers that prevent women and men from operating on a level playing field. Equity leads to equality.

What is Gender-Based Analysis?

Gender-based analysis refers to any analytical tool that you can use to examine and measure gender differences. You can also use it to:

1. Identify barriers to the achievement of equality between women and men;

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[1] Sponsored by Status of Women Canada

[2] paraphrased from CIDA's Policy on Gender Equality 1999, Draft for Consultation, June 1998

2. Analyze the different impact of actions, programs, policies, and socio-economic trends on women and men;
3. Evaluate progress or change over a specific time period;
4. Identify which gender issues you need to take into account when designing a new program or policy;
5. Assess the different levels of access that women and men have to resources and the degree of control and power they have over these resources;
6. Measure and compare women's and men's participation levels within a specific sector;
7. Look at changes in women's and men's empowerment and the different levels of political power;
8. Analyze gender differences between women and men at each major stage of their life cycle. For example, the gender discrimination faced by babies is different from that faced by the elderly;
9. Help identify options.

All gender-based analysis models and tools are based on the idea that it is necessary to measure differences between women and men. Once you have recorded these you can figure out their underlying causes.

For example, if you collect statistics on the way women and men use the internet, you will begin to see certain patterns. A recent Canadian study showed that women's and men's general use of the internet was fairly equal. However, the study also found out that the majority (over 70%) of people who used the internet intensively were male[3]. An Australian study found that women tend to use the internet mainly as a tool as opposed to seeing it as "a technology to be mastered or for games, gadgetry, machinery or power"[4].
If we conducted a gender-based analysis to find out the reasons for this difference, it might show several things:

1. Canadian women use the internet less intensively than men due to their additional household, child and elder care responsibilities;
2. Women have less time to take the skills upgrading courses they need to make full use of internet resources;
3. Women tend to focus on specific tasks as opposed to trying out all the different functions of the software;
4. Women may have less access to intensive use of the internet as it costs more to use it for longer periods of time. Canadian women still generally earn less than Canadian men[5];

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[3] CIDA's Policy on Gender Equality 1999, Draft for Consultation, June 1998.
[4] Singh, Supriya, and Annette Ryan, *Executive Summary: Gender Design and Electronic Commerce*, Research Report No. 25.
[5] Canada's Survey of Consumer Finances, in *The Earnings of Men and Women (1997)*

5. Women may use the internet less intensively due to the traditional biases and barriers they face in learning new technology.

What are the Assumptions behind Gender Based Analysis?

Gender based analysis is based on the following assumptions and values. To achieve gender equality we need to:

1. Build constructive partnerships between women and men. (this does not exclude women only groups or organizations from also working towards this goal);
2. Recognize that every action, policy, program, project and socio-economic trend affects women and men differently;
3. Understand that gender equality does not mean that women become the same as men;
4. Promote the equal participation of women as agents of change in economic, social and political processes;
5. Design specific measures to eliminate gender inequalities;
6. Recognize that women's empowerment is a key to success in this process;
7. Understand that men and boys can also be negatively affected by actions, policies, programs, projects and socio-economic trends.

Why Use Gender Based Analysis?

The Beijing Platform for Action from the 1995 United Nations World Conference on Women states that:

> "The advancement of women and the achievement of equality between women and men are matters of human rights and conditions for social justice and should not be seen in isolation as a women's issue. They are the only way to build a sustainable, just, and developed society. Empowerment of women and gender equality are prerequisites for achieving political, social, economic, cultural, and environmental security among all peoples."[6]

Canada has tabled a Federal Action Plan in which it states that Canada will work towards the goals outlined in the Beijing Platform for Action. The use of gender-based analysis is one tool that Canada has adopted to achieve these goals.

Measuring the differences between women and men gives us the information we need to figure out why these differences exist. We can then work on developing ways to remove or reduce these differences. We have also learned from past experience that:

1. You can never assume that women and men will benefit equally from any given action, policy, program, or socio-economic trend;

[6] Beijing Declaration and Platform for Action Fourth World Conference on Women, 15 September 1995

2. Most actions, policies, programs, projects or socio-economic trends do not have the same impact on women and men;

3. Women and men often have different priorities and perspectives.

To achieve gender equality we need to integrate gender equality measures into all policies and programs from the design stage onwards. Otherwise our policies and programs may inadvertently increase inequality between women and men and make their socio-economic situation worse. If you conduct a gender-based analysis at the beginning of any process, it will reveal the key gender issues you need to consider. You can then develop ways to overcome both existing imbalances and to avoid adding to future problems.

Women and men often have different priorities and different needs. Therefore we need to allocate resources to them in different ways. We can find an example of this in the recent debate over what should be done with the surplus in the federal budget. Pre-election polls found that more women than men felt that it was a priority to invest the surplus in health and education. A higher percentage of men felt that we should use the money to reduce the debt or to lower taxes.

This does not mean that men are either financially more responsible than women or that they are less community-oriented. It also does not mean that women do not consider the national debt to be important. Instead it shows the difference in women's and men's priorities and responsibilities in these two sectors.

Canadian women hold a greater responsibility for tasks related to health and education at both the household and community level. Recent cuts in services by our various governments have increased women's workloads more than men's. Since these cuts affect more women directly it is not surprising that more women than men feel that additional support to health and education is a priority. When there are such clear differences of opinion, you can use gender-based analysis to explain and address the differences in your policy and advocacy work.

How Can You Use Gender-Based Analysis?

You can use gender-based analysis as a tool to make effective changes that will benefit both women and men. For example, in the 1980's the Toronto Transit Commission (TTC) was concerned about the fact the numbers of passengers were falling each year. They conducted a survey of their passengers and discovered that approximately 80% of them were female. They concluded that to increase the numbers of passengers they needed to find out what were the primary concerns of their female passengers. When consulted the women passengers indicated that safety was a serious issue for them. Another study showed that a significant number of rapists initially targeted their victims on the public transit system. Thus the women passengers had serious reasons to be concerned about their safety when using the public transit system.

The Toronto Transit Commission used these two studies to change its operations and policies. First they conducted a safety audit of all of their subway stations. From the safety audits the TTC found out that they needed to improve the lighting in most subway

stations. They also set up "designated waiting areas" on each subway platform that the ticket booth operators monitor through a video security system. These special waiting areas have an intercom system so that passengers can request help if they need it. The TTC also introduced a policy that allows women to ask the bus driver to let them off between stops after dark. This means that women have less distance to walk home alone in the dark and thus reduces their risk of sexual and physical assault. None of these changes would have taken place if the TTC had not taken gender issues into account.

How Do You Do Gender-Based Analysis?

The first step for any gender-based analysis is to collect information that is sex specific. The most basic gender-based analysis tool you can use is to count the number of women and men involved in any activity. If there is a significant difference, then you can ask why. The answers that the women and men give you will often also give you the basic information you need to figure out the changes you need to make.

You may also want to ask in what ways and at what levels women and men participate in a particular program. For example, if most of the women are working as volunteers and most of the men are paid for their work, it means that that women and men are participating in the program in very different ways. If you did a slightly more in-depth analysis you could then find out the reasons for this difference and ways to change this situation.

Other key questions that you will need to ask to assess the policies, programs and socio-economic trends to conduct a basic gender-based analysis include:

1. Does this policy/program/trend improve the welfare of women/men?
2. What resources does a person need to benefit from this policy/program/trend? Do women and men have equal access to the resources needed to benefit?
3. What is the level and type/quality of women's and men's participation in the policy/program/trend? Has this changed over time?
4. Who controls the decision-making related to this policy/program/trend?
5. Who controls/owns the resources related to this policy/program/trend?
6. Does this policy/program/trend have any unexpected negative impacts on women and/or men?
7. Does this policy/program/trend benefit men more than women (or vice versa)? If so, why?

Once you have collected this basic data and analyzed the differences between women and men, you can adapt your original design or develop advocacy programs to promote change. You can also use gender-based analysis as a way to monitor or evaluate the impact of a policy, program or trend.

There are many different types of gender analysis tools and many different ways you can use them. Thus gender-based analysis is a highly adaptable tool that you can use to work towards positive social and economic change.

References:

Beijing Declaration and Platform for Action - Fourth World Conference on Women, 15 September 1995

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Statistics Canada, 1997, Canada's Survey of Consumer Finances, in *The Earnings of Men and Women (1997)* Catalogue number 13-217-XIB

You Are Invited!

To: Take part in an on-line discussion

About: **Why Gender-Based Analysis?**

When: Starting on Thursday, Feb. 15th until Wednesday, March 7th

Moderator: Canadian Congress for Learning Opportunities for Women (CCLOW)

Address: www.alphaplus.ca

How to Get There:

If you are already registered with Alphacom, you can go directly to the Alphacom discussions button on the website. Click on "English Public" discussions and then on "Why Gender-Based Analysis?

If this is your first time taking part in an on-line discussion hosted by Alphacom, you will first need to go to the http://www.alphaplus.ca web address. Click on Alphacom. To take part in the on-line discussions, you will then need to register by filling in the registration form provided. The website will also give you instructions to find out if you have the software necessary to participate in the discussion. Once you have registered, click on the Alphacom discussions button on the website. Then click on "English Public" discussions and select the "Why Gender-Based Analysis" discussion.

If you do not have access to the internet:

Send us a fax number and your name and we will send you faxed copies of the discussion. If you send us your comments by fax we can also make sure that your comments are included in the discussion.

If you cannot access the website readily for any reason:

Let us know and we will send you email copies of the discussion. If you email us your comments and responses we will also make sure that your comments are also included in the discussion. Please let us know if you require the email summaries to be in text only format.

Topics for Discussion:
Overall: Why Gender-Based Analysis?

Feb. 15 – 21:
What is gender-based analysis? What kinds of tools does it give us? What does it do? What values does it assume? Why use it?

Feb. 22 –28:
Gender Based Analysis: Who is using it? Which tools are you using? Sharing of success stories and frustrations.

Mar. 1 – 7:
What works? What doesn't work? How can we fix it?

You can take part in the whole discussion or pick and choose the topics that interest you the most.

Who is Invited:

Members of any Canadian based women's or community based organization and interested individuals. There will be a similar dialogue hosted in French at a later date.

If you want to participate:

Register directly on the Alphacom discussion page of the Alphaplus website **and** please send us an email or fax confirmation to let us know that you are interested so that we can follow up with you. Contact: kartini@interlog.com or fax: 416-927-7123

If you have any technical problems:

You can call 1-800-788-1120 between 9 a.m. to 5 p.m. to ask for help. If you still have trouble, please let us know by either emailing us at kartini@interlog.com or phone us at 416-927-1937.

Come and join us from February 15 to March 7. Let us know what you think and how we can make gender based analysis work for women.

CCLOW
Gender-based Analysis
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Compiled by Kartini International

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Welcome!

We are pleased that you are able to join us for the "Why Gender-Based Analysis?" Dialogue.

The Canadian Congress for Learning Opportunities for Women (CCLOW) is hosting the discussion and Status of Women Canada is sponsoring it. Through this discussion we hope to find out:

Week One: Feb. 15 – 21, 2000

- What is your understanding of gender based analysis?

Week Two: Feb. 22 – 28, 2000

- What has your experience with gender-based analysis been?

Week Three: Mar. 1 – 7, 2000

- What do you think the weaknesses of Gender-Based Analysis are and what are its strengths?
- How can we make Gender-Based Analysis a more effective tool?
- Are there viable alternatives?

Our overall goal is to find more effective ways that Gender-Based Analysis can serve the needs of women's organizations and the general public and to see if we can work together to find some kind of consensus regarding Gender-Based Analysis.

Let's Start

First I would like to introduce myself and the two organizations I am working with on this project. Can each of you also write a short one paragraph description of who you are and what you do when you first join the discussion. This will help us put a "face" on each other. It is optional, but if you are comfortable giving us this information, it would help us get to know each other better.

My name is Dana Peebles. I am the discussion moderator for "Why Gender-Based Analysis?" I run a small Toronto-based consulting firm that specializes in gender and development and adult basic education issues. I have worked in these two sectors for 24 years. I have lived in Indonesia, Holland, Mexico, Bolivia and Cambodia as well as have done a substantial amount of work in Canada at the community level. My company recently won the 2000 International Cooperation Award for Gender Equality Achievement for our work supporting the development of the Women Leaders Network in the Asia Pacific. I have a very lively 15 year old daughter and am a single parent. I am looking forward to this opportunity to blend both my domestic and international experience in gender-based analysis through the moderation of this discussion.

The Canadian Congress for Learning Of Women is a non-profit organization that is dedicated to enhancing women's learning opportunities throughout their lives. Status of Women Canada is the government body responsible for enhancing the status of women in Canada. Both organizations have far-ranging mandates involving a commitment to improving women's lives in Canada.

In 1995, the Canadian federal government adopted a policy that all federal government institutions are required to use Gender-Based Analysis in their policy development and analysis process. Status of Women's Gender-Based Analysis Quick Guide for Policy Makers states that:

Gender-Based Analysis is good public policy.

Do you agree with this statement. If not, why not?

What do you think gender-based analysis is?

What values does it assume? Does it exclude anyone?

Is the use of gender-based analysis good community level policy?

To provide you with background information on gender-based analysis we have drafted a short description of what we think gender-based analysis is, how it can be used and the assumptions behind it. If you have not already received a copy of this "backgrounder", you can access it under the discussion entry entitled: "Why Gender-Based Analysis?" We would also like to invite you to comment on the content of the "backgrounder" piece.

Do you agree with what it says? Would you define things differently?

Process
We wanted to keep the first day or so of the discussion fairly open and so will wait until Thursday evening before we start to respond to your comments. We also wanted to give you time to come on-line, digest the materials and to draft your responses.

For anyone who does not have access to the internet we can fax out summaries of the discussion and enter in your comments to share with the rest of the discussion group. We will also make plain text email copies of the discussion available for anyone who requires this in order to access the discussion.

The floor is open.

We look forward to hearing from you and sharing in this debate.

Tips on Taking Part in the On-line Discussion on Gender-Based Analysis

To: All "Why Gender-Based Analysis?" Dialogue participants

From: Dana Peebles, Discussion Moderator

We are looking forward to having you join us in this thought provoking discussion over the next three weeks.

We have explored the discussion site a number of times and wanted to share the following tips with you to make the site a bit more user friendly. While most of the instructions are quite clear there are a few places that can still trip you up, especially your first time through the site.

1. Go to the www.alphaplus.ca address. Click on Alphacom in the left hand column.
2. This will bring you to the Alphacom page. Go to the bottom of the page and click on register.
3. If you are registering for the first time, the website will ask you to confirm if you have the software you need to access the site. The site displays a box outlining the software requirements and then asks you if you have these. If you do, click yes. If not, the page will offer you a choice of two different downloads – either Netscape or Microsoft Internet Explorer.
4. Choose the type of software you need to download. On the Netscape page this will be under the heading of Netscape Browsers. Any version you pick must be 4.0 or higher.
5. At any time during this process if you click on the "X" at the bottom right hand corner to try and get to the bottom of the page, the website will return you to the Alphacom Home Page. To get back to the page where you were you will need to click on the "X" in the upper right hand corner. Otherwise you will keep returning to the Alphacom Home Page no matter what you click.
6. After you have checked whether your software specifications are what you need to take part in this discussion, click on register at the bottom of the page.
7. Fill in the box that appears with your information and invent a password. We recommend that you write down the password somewhere you can look it up – unless you always use the same password for everything. If you forget your password, Alphacom has instructions for what to do to give yourself a new one.
8. Submit your registration form by clicking on submit at the bottom of the page. Alphacom will send you an email confirmation of your registration.
9. Once Alphacom has finished processing your registration on the website, a new page will appear with your name on it. Click on "English Public" to start to access the discussion pages. The site will then ask you to give your name and password.

10. Once you have filled out and submitted this form , the "Why Gender-Based Analysis?" page will appear with the CCLOW logo. Look for the subscribe button and click on it.

11. This is a good time to go for coffee or tea as it will takes three minutes for Alphacom to bring up the discussion page the first time you visit the site. Please be patient. It gets easier each time you visit the site.

12. If for any reason you get stuck at this point and you wind up with a webpage that is blank except for the word "Name" on it, go back to the Alphacom Home Page and do the following:

    - If you have already successfully registered go to the Alphacom discussions at the bottom of the page and click on that. A client satisfaction survey notice will appear. Click on the "My Discussions" button on the left hand side of the page and choose "Why Gender-Based Analysis?"

13. The first entry you will see on the discussion page is a tip sheet that AlphaCom provides on different ways to use and access the discussion pages. I found it quite helpful.

14. Please introduce yourself the first time you visit the site by writing a few lines to tell us about yourself, what you do and what your interest in gender-based analysis is. You can do this by clicking on the add message box in the left hand corner.

15. If you cannot find the submit buttons at the bottom of any pages when you need to submit information, it may be that you need to download a higher version of browser. If you call AlphaCom at 1-800-788-1120 (9 a.m. to 5 p.m Eastern Standard Time), they can give you instructions on how to do this after you have already registered.

16. The dialogue starts on Thursday, Feb. 15. I will kick off the discussion with my own introduction of myself and a review of some of the main issues. I will also be asking you to answer some key questions from your perspective. To encourage a free exchange of ideas and to get an idea of what your priorities are, we are planning on letting the first day's discussion flow fairly freely. I will keep tabs on the discussion throughout the day and then do a summary of responses in the evening as well as pose additional follow-up questions.

17. We will send email copies of the discussion to anyone who can only access this dialogue with an email plain text summary on the following day and will input your comments as they come in. The same system will apply to anyone who can only access the discussion by fax.

Evaluation #1

1) What do you think should be the next steps following this dialogue?

I've barely scratched the surface of understanding and applying a GBA. What I need is a checklist of questions that I could ask myself when we're making changes to our program.

2) Did you find this format for discussion to be one that was readily accessible? Was the registration process user-friendly? Did you feel comfortable/safe expressing your views in this kind of on-line dialogue format? Did it meet the needs of diverse groups of women?

This is discussion #2 for me. I like the medium, found the sign-up simple and clear.

3) Was this a good time of year to hold this kind of dialogue? Was three weeks enough time to participate and to discuss the main issues?

Time of year was fine but 3 weeks is too short. Five or six weeks would be better for me. I'm a slow thinker. I take a long time to read everything that is written. I take more time to spit some thinking back out.

4) Did you find this dialogue useful?

Yes. New subject for me. Or new name to old idea. Makes me look at my own dedication to women's abilities. Do I let the norm continue? Do I notice?

5) What did you learn from this dialogue?

Women everywhere are working to enable women.

6) Do you think that you will be able to apply what you have learned from this dialogue in your work/life?

Yes. I'll pick out a simple plan, perhaps the summary Dana wrote. I'll use it like a checklist.

7) What do you think needs to be done to improve gender-based analysis as a tool?

For me, make it be known. Improve the dissemination of GBA tools.

8) Did you find the on-line resources that we distributed useful?

I've copied some but haven't looked at them yet.

9) Has your view of gender-based analysis changed as a result of this dialogue? If so, in what way(s)?

Yes, I've already said; awareness, new information.

10) What didn't you like about this dialogue process?

Too short. Lots of alphabet talk. Sounded like women talking to people whose decisions affect women instead of talking to women.

11) What did you like most?

Knowing women are teaching powerful people to provide for women when they rule, design, or supply public-funded or private services.

Evaluation # 2

I did sign in to the discussion briefly on one occasion but was not able to find it again at the site to review the dialogue or add comments. Is there a location where the content can still be viewed?

In terms of evaluation, the time frame of opportunity to participate in cyber-dialogue should be longer and reminders to the invitation list could be repeated more frequently. I have had one other experience with theme dialogue on line and share the following for your information. There is heavy competition for viewer attention and scheduled dialogue is more valuable if there are facilitators on line to expand and bridge the commentary and involve the viewers and animate the discussion.

Sorry to have missed the bulk of the event!